

Cotton Belt Elementary

1176 Black Highway
York, South Carolina 29745

Grades	PK-5 Elementary School	
Enrollment	717 Students	
Principal	Mark Hendry	803-684-1947
Superintendent	Dr Russell Booker	803-684-9916
Board Chair	Nancy Latham	803-927-7245

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	34	53	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Good	Below Average	Yes
2005	Good	Good	Yes
2006	Average	Below Average	Yes

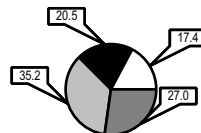
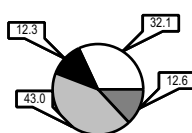
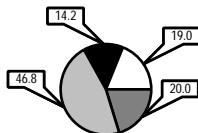
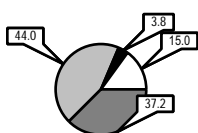
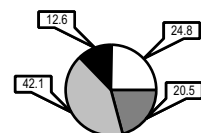
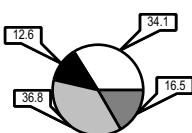
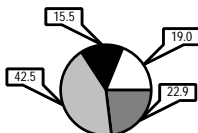
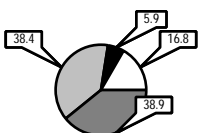
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	321	99.7	15.3	44.1	36.9	3.7	52.9	Yes	Yes
Gender									
Male	161	99.4	21.4	46.2	29.7	2.8	46.9	N/A	N/A
Female	160	100.0	9.3	42.0	44.0	4.7	58.7	N/A	N/A
Racial/Ethnic Group									
White	218	99.5	12.8	38.9	44.3	3.9	60.6	Yes	Yes
African American	79	100.0	19.2	53.4	23.3	4.1	38.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	36.4	54.5	9.1	0.0	18.2	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	277	100.0	7.5	47.2	40.9	4.3	58.7	N/A	N/A
Disabled	44	97.7	63.4	24.4	12.2	0.0	17.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	99.7	15.3	44.1	36.9	3.7	52.9	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	99.7	14.6	43.8	37.8	3.8	54.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	19.6	49.7	28.1	2.6	42.5	Yes	Yes
Full-pay meals	152	99.3	10.6	38.0	46.5	4.9	64.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	321	100.0	19.3	46.6	19.9	14.2	50.0	Yes	Yes
Gender									
Male	161	100.0	22.6	45.9	15.8	15.8	47.3	N/A	N/A
Female	160	100.0	16.0	47.3	24.0	12.7	52.7	N/A	N/A
Racial/Ethnic Group									
White	218	100.0	13.7	41.2	27.0	18.1	59.8	Yes	Yes
African American	79	100.0	35.6	54.8	4.1	5.5	27.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	27.3	54.5	9.1	9.1	27.3	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	277	100.0	13.8	47.6	22.0	16.5	55.1	N/A	N/A
Disabled	44	100.0	52.4	40.5	7.1	0.0	19.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	100.0	19.3	46.6	19.9	14.2	50.0	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	18.7	46.7	20.1	14.5	50.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	169	100.0	27.5	54.9	10.5	7.2	36.6	Yes	Yes
Full-pay meals	152	100.0	10.5	37.8	30.1	21.7	64.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	321	100.0	32.8	42.6	12.5	12.2	24.7
Gender							
Male	161	100.0	37.0	39.0	13.7	10.3	24.0
Female	160	100.0	28.7	46.0	11.3	14.0	25.3
Racial/Ethnic Group							
White	218	100.0	24.5	44.1	14.7	16.7	31.4
African American	79	100.0	56.2	32.9	8.2	2.7	11.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	36.4	54.5	9.1	0.0	9.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	277	100.0	28.0	44.9	13.4	13.8	27.2
Disabled	44	100.0	61.9	28.6	7.1	2.4	9.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	100.0	32.8	42.6	12.5	12.2	24.7
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	32.9	41.9	12.8	12.5	25.3
Socio-Economic Status							
Subsidized meals	169	100.0	41.2	44.4	7.2	7.2	14.4
Full-pay meals	152	100.0	23.8	40.6	18.2	17.5	35.7

Social Studies							
All Students	321	100.0	17.9	35.1	26.7	20.3	47.0
Gender							
Male	161	100.0	19.9	37.0	21.2	21.9	43.2
Female	160	100.0	16.0	33.3	32.0	18.7	50.7
Racial/Ethnic Group							
White	218	100.0	13.2	33.3	28.9	24.5	53.4
African American	79	100.0	32.9	35.6	23.3	8.2	31.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	18.2	54.5	0.0	27.3	27.3
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	277	100.0	13.8	34.3	28.7	23.2	52.0
Disabled	44	100.0	42.9	40.5	14.3	2.4	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	100.0	17.9	35.1	26.7	20.3	47.0
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	311	100.0	18.0	34.3	27.3	20.4	47.8
Socio-Economic Status							
Subsidized meals	169	100.0	23.5	42.5	22.9	11.1	34.0
Full-pay meals	152	100.0	11.9	27.3	30.8	30.1	60.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	87	100.0	6.4	34.6	51.3	7.7	59.0
	4	110	100.0	16.0	47.9	31.9	4.3	36.2
	5	94	100.0	25.3	44.8	29.9	0.0	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	13.6	32.7	49.1	4.5	53.6
	4	95	100.0	17.6	47.1	30.6	4.7	35.3
	5	109	99.1	15.0	54.0	29.0	2.0	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	87	100.0	7.7	65.4	19.2	7.7	26.9
	4	110	100.0	12.8	42.6	30.9	13.8	44.7
	5	94	100.0	21.8	39.1	26.4	12.6	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	19.1	60.0	17.3	3.6	20.9
	4	95	100.0	21.2	35.3	21.2	22.4	43.5
	5	109	100.0	17.8	41.6	21.8	18.8	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	87	100.0	19.2	47.4	20.5	12.8	33.3
	4	110	100.0	29.8	40.4	21.3	8.5	29.8
	5	94	100.0	35.6	31.0	17.2	16.1	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	38.2	45.5	11.8	4.5	16.4
	4	95	100.0	34.1	36.5	12.9	16.5	29.4
	5	109	100.0	25.7	44.6	12.9	16.8	29.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	87	100.0	7.7	59.0	20.5	12.8	33.3
	4	110	100.0	14.9	45.7	30.9	8.5	39.4
	5	94	100.0	35.6	35.6	18.4	10.3	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	12.7	40.0	32.7	14.5	47.3
	4	95	100.0	22.4	27.1	23.5	27.1	50.6
	5	109	100.0	19.8	36.6	22.8	20.8	43.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 717)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.5%	Down from 5.1%	2.7%	2.8%
Attendance rate	96.5%	Up from 96.4%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.1%	0.0%	0.0%
Eligible for gifted and talented	11.3%	Down from 12.2%	12.3%	10.4%
On academic plans	21.7%	N/AV	32.6%	33.6%
On academic probation	15.7%	N/AV	1.3%	1.0%
With disabilities other than speech	6.9%	Down from 9.2%	7.7%	7.5%
Older than usual for grade	1.5%	Down from 2.1%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	47.6%	Up from 42.5%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.2%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 90.1%	88.7%	87.3%
Teacher attendance rate	94.4%	Up from 93.4%	94.9%	94.9%
Average teacher salary	\$43,907	Up 2.2%	\$42,818	\$42,485
Prof. development days/teacher	16.3 days	Up from 12.0 days	13.9 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.1 to 1	19.0 to 1	18.6 to 1
Prime instructional time	88.7%	No change	90.1%	89.7%
Dollars spent per pupil*	\$6,500	Down 1.6%	\$6,305	\$6,557
Percent of expenditures for teacher salaries*	66.1%	Down from 67.0%	64.7%	64.0%
Percent of expenditures for instruction*	69.0%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The hallways and classrooms of Cotton Belt Elementary School were filled with excitement, energy and success during the 2005/2006 school year. As we keenly focused on our school's mission to educate the whole child, all our students, parents, community members, and school faculty and staff collectively joined hands to provide the best education possible for the students we served. As a school family, we met our NCLB Adequate Yearly Progress (AYP) Goals and were fortunate to be selected as a South Carolina Palmetto Silver Award Winner for our school's improvement in student achievement. Both of these recognitions signify the hard work and dedication of the entire Cotton Belt Family to provide a first-class education for our students.

Although our students' academic, social and emotional gains are continuing to show improvement each year, we must never lose sight of the fact that we still have much work to accomplish and higher goals and standards to meet. As a school family, we are totally committed to providing the best education possible for each child that walks through our doors. However, we know that we cannot do this job alone. Parents and community members must play an active role to ensure our students receive the best education possible. We encourage each of you to be an active participant in the education of our students on a consistent basis. As we march forward on this educational journey, we are confident, with the right attitude and commitment from all involved, that we can truly make a difference in the lives of our students. Every child brings to the schoolhouse doors their own unique needs and special talents. We commit to each one of these individual students our time, talents and resources to help them achieve their educational goals and become productive citizens of our global society.

Cotton Belt is extremely fortunate to have a faculty and staff, PTO and School Improvement Council that are totally dedicated and committed to providing a safe, nurturing and inviting learning atmosphere that is solidly grounded on high expectations for all students. Without the commitment from these dedicated stakeholders, we would not be able to provide the educational experiences that our students so richly deserve. As a Title One School, we are able to provide our students and faculty with additional educational opportunities that will continue to improve our overall student achievement.

As you analyze the data that is located in this report, please let this one piece of data from the educational puzzle be a driving force and motivator for you, and all of us that are involved, to recommit our time, talents and energies to providing the best education possible for all the children at Cotton Belt Elementary School. Our children are counting on us, so please never forget that: Together, we can and will make a difference!

Matt Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	92	82
Percent satisfied with learning environment	97.5%	83.7%	91.1%
Percent satisfied with social and physical environment	97.5%	80.4%	95.1%
Percent satisfied with school-home relations	95.0%	81.3%	87.8%

*Only students at the highest elementary school grade level at this school and their parents were included.